

НАПРАВЛЕНИЯ ПРОЕКТА МОДЕРНИЗАЦИИ  
ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ

# Competence-activity Approach to the Design and Development of New Modular Basic Professional Education Program of Research Master Program in Cultural-historical Psychology and Activity-based Approach in Education, with Major in Psychological and Pedagogical Education

**Rubtsov V.V.\***,

Federal State Budgetary Educational Institution  
of Higher Education Moscow State University of  
Psychology & Education, Moscow, Russia,  
rectorat@list.ru

**Guruzhapov V.A.\*\***,

Federal State Budgetary Educational Institution  
of Higher Education Moscow State University of  
Psychology & Education, Moscow, Russia,  
otdel-m@yandex.ru

**Makarovskaya Z.V.\*\*\***,

Federal State Budgetary Educational Institution  
of Higher Education Moscow State University of

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\* Rubtsov Vitaly Vladimirovich, Dr. Sci. (Psychology), Rector, Moscow State University of Psychology & Education, Moscow, Russia, e-mail: rectorat@list.ru

\*\* Guruzhapov Viktor Aleksanrovich, Dr. Sci. (Psychology), Professor, Head of the Chair of Educational Psychology, Department of Psychology of Education, Moscow State University of Psychology & Education, Moscow, Russia, e-mail: otдел-m@yandex.ru

\*\*\* Makarovskaya Zoya Vyacheslavovna, Dr. Sci. (Engineering), Chairman of the Education Board, Vice Rector for Academic Affairs, Professor, Moscow State University of Psychology & Education, Moscow, Russia, e-mail: MakarovskayaZV@mgppu.ru

Psychology & Education, Moscow, Russia,  
MakarovskayaZV@mgppu.ru

**Maximov L.K.\*\*\*\***,

State Autonomous Educational Institution of  
Further Vocational Education "Volgograd State  
Academy of Postgraduate Education, Volgograd,  
Russia,  
lalemaks@mail.ru

The article addresses a set of requirements to design and development of the new modules of the basic professional educational program of research Master's program in the enlarged group of majors "Education and Pedagogy" (training line — Psychological and Pedagogical Education). The article gives the contents and the structure of modules of the research Master's program on cultural and historical psychology and activity approach: "Psychological and Pedagogical Research Techniques: Activity Approach", "Methods of Psychological and Pedagogical Research", "Scientific Research and Communication in the Education Practice and Social Sphere", "Theoretic and Experimental Research of Studying and Development", and the practice (including research activity). Future researcher training is based on Masters' work on scientific activity issues that they face when practicing in different educational institutions. By getting such training, the Masters will be able to carry out practice-oriented psychological and pedagogical research, to design the new ways of educational activity arrangement. Originality of the proposed Master's program is caused by the fact that the educational researchers are trained based on the professional research activity pattern.

**Keywords:** cultural and historical psychology, activity approach, educational activity, designing of the module of research Master's program on the psychological and pedagogical specialization, network interaction of educational institutions of different educational lines, occupational standard for teaching staff, federal state educational standard of higher vocational education in major 050400 "Psychological and Pedagogical Education (Master's qualification (degree))", research Master's competency, labor actions of research and designing nature, practice-oriented research in education.

### **The Concept of Design and Implementation of the New Module Research Master's Program**

The set of requirements to design and development of the new modules of the basic professional educational program (BPEP) of Master's program in the enlarged group of majors "Education and Pedagogy" (training line — Psychological and Pedagogical Education) is governed by the new occupational standard for teaching staff introduced in Russia. In accordance with

this standard, effective arrangement of educational activity is impossible without training competent staff able to carry out psychological and teaching research of educational processes, upbringing and development that take place in live interaction of a teacher and a student. With no support from such research results and with no required research competency available, a teacher cannot give correct evaluation of the difficulties that occur during the educational process, a teacher cannot adjust the conditions

\*\*\*\* *Maksimov Leonid Konstantinovich*, Dr. Sci. (Psychology), Professor, Head of the Chair of Educational Psychology, Volgograd State Academy of Postgraduate Education, Volgograd, Russia, e-mail: lalemaks@mail.ru

of educational activity organization but, mainly, they cannot effectively carry out their own professional actions and change these actions adapting them to the conditions of formation and development of the educational activity.

The basic lines of BPEP module design are defined in the project of pedagogical education modernization based on competence and activity approach to the contents and methods of future teacher training [1; 3; 5]. The project takes into account foreign achievements in teacher training [11]. According to this approach, we have developed the concept for designing new (integrated) BPEP modules of the research Master's program of the Psychological and Pedagogical Specialization that suggest increase in research activity and internship of the students in the network interaction of educational institutions of different lines. The following provisions are the basis of the concept.

*First.* Professional training based on BPEP of research Master's program of the Psychological and Educational Specialization is carried out in the form of specially organized research activity of students that includes solving professional research problems and carrying out professional research actions aimed at revealing and analyzing the educational activity issues.

Furthermore:

- the educational environment, which is widely understood as a type of social policy, is the subject of special work of Master's program attendees;
- researcher training is considered to be activity (research activity) over activity (in this case, over the educational activity);
- research activity acts (a) as a theoretic principle (educational module contents) and (b) as a study subject (educational practice).

*Second.* Investigation of the educational activity suggests availability of additional competency system in the field of research activity.

*Third.* A generalized method of educational activity research complies with the additional competency system.

*Fourth.* Practice and research activity of students are inclusively connected with each other: research issues occur in the educational activity practice, and the contents and methods of research are aimed at solving specific problems that Masters face in practice.

*Fifth.* Availability of research competency and appropriate level of the generalized method of educational activity investigation is an indicator of development of professional competency of a researcher in the field of educational activity.

Let's review the contents of these provisions in more detail.

### ***Revelation and Analysis of Educational Activity Issues.***

The choice of methodology and methods of cultural and historical psychology and activity approach as a substantial basis of future educational teacher training in the public education system is defined by the following circumstances. The federal state educational standard of general education directs the pedagogical collectives of schools towards organization of the training activity that is essentially developmental by its nature [13]. It is defined, in particular, in the meta-subject requirements and personal educational results. In the operation of educational institutions, there are real problems that require psychological and educational support in implementation of the principles of mental development in training that is presented in the tradition of cultural and historical psychology and activity approach in education justified by the works of L.S. Vygotsky, A.N. Leontiev, P.Ya. Galperin, A.V. Zaporozhets, D.B. Elkonin, V.V. Davydov and their followers [8]. Cultural and historical psychology and activity approach are now actively developing areas of the psychological science in Russia and abroad [2; 8; 10]. The educational activity issues research initiated by V.V. Davydov and D.B. Elkonin and, primarily, the research of the nature of analysis and reflection, educational communication are actively developed [4; 8; 9; 12]. Mastering the methodology and methods of this scientific

school, the students will be at the forefront of solving present-day problems of education.

Additional Professional Competency in the Field of Research Activity.

The current federal state education standard of higher vocational education 3(3+) implies a set of competencies in the field of research activity [6]. Besides, these competencies, according to the analysis, do not fully take into account the peculiarities of investigating the ways of organization and development of the educational activity. They do not form a system characterizing the general way of investigating the educational environment and, therefore, their availability does not define the peculiarity of limits (criteria) of the relevant professional action.

The need to identify additional research competencies in the field of scientific research when designing BPEP of research Master's program is caused by the following circumstances. Firstly, in the context of the competence and activity approach, activity (in our case — educational activity) is the subject of psychological and educational research: problems and issues related to its organization

processes, to interaction of the participants, to communication processes, understanding, mutual understanding, reflection processes. Secondly, the main objective of such research is not the results themselves but the revealed means and methods of development of (changes in) this activity based on them — (according to L.S. Vygotsky, the funds needed for the organization of "its soonest development zone"). It implies that one can study, i.e. essentially "work" with training activities, only possessing special research competencies that enable targeted scenario planning, simulation and design of new "fragments" and "pictures" of the educational activities themselves. To implement this kind of work, fundamental methodological approaches were established in the theory of activity [14; 15].

The additional competencies specified by us are systemized in Table 1.

### Generalized Way of Educational Activity Research

Additional research competencies suggest specific professional activities, which are to

Table 1

#### Additional Professional Competencies (APC)<sup>1</sup> in the Field of Scientific Research

APC — 42	Presence of the methods of cultural-historical psychology and activity approach in the analysis of the educational activity problems associated with the peculiarities of its organization (interaction of participants, distribution of activities, roles, attitudes, communication processes, mutual understanding, reflection processes, etc.)
APC — 43	The ability to design and implement (model) the new forms of the joint educational activity that meet the requirements of soonest development zone and student age
APC — 44	The ability to carry out targeted psychological and pedagogical studies of the peculiarities of organization of training activities, to determine the requirements for new forms of organization of joint educational activity
APC — 45	The ability to implement new forms of organization of educational activity in the conditions of the team (interdisciplinary) work
APC — 46	The ability to assess the educational outcomes of students conditioned by the structure and organization patterns of the educational activity, age and individual characteristics of children
APC — 47	Ability to reflectively assess one's own professional achievements, implement professional development (restructuring) of one's own professional activities based on performed psychological and pedagogical research

<sup>1</sup> The numbering of the competencies corresponds with that of the Federal State Educational Standard of Higher Professional Education (for programs in Educational Psychology).

be performed to study specific problems and tasks of the educational activity organization. The system of these activities is shown in Table. 2. In general terms, this system reflects a generalized method of training activities investigation. Formation of this method, together with professional competencies in the field of scientific research, shall be by right reviewed as the main result of mastering the BPEP of research Master's program "Cultural and His-

torical Psychology and Activity Approach in Education".

Balance of additional professional competencies and the generalized way of training activity investigation is reflected in Fig. 1. The links marked in the figure define the ratio of actions generated in the course of student research activity and of the relevant concepts of the educational activity research (activity as an explanatory principle).

Table 2

**The System of Actions (Д1-Д7) that Characterizes the Generalized Way of Educational Activity Research**

Д1	Defining a fragment of the educational activity with a typical problem (issue) of its organization and development.
Д2	Recording and imaging the fragment of educational activity in special sign and symbol diagrams and models in order to transform it and study it in a "pure" form
Д3	Simulation of tools and methods of organization of educational activity to design the new forms of joint activity and definition of "the development step" of educational activity as the transition from the existing form to the new, more effective, one
Д4	Justification of the means and methods to change educational activity, definition of the stages of the new form creation
Д5	Definition of roles and possible positions of the participants engaged in the development of educational activity in terms of the teamwork
Д6	Monitoring and evaluation of educational student outcomes achieved in the development of training activities
Д7	Assessment of development of one's own professional achievements in the context of professional communication, discussion and presentation of research results in the professional community

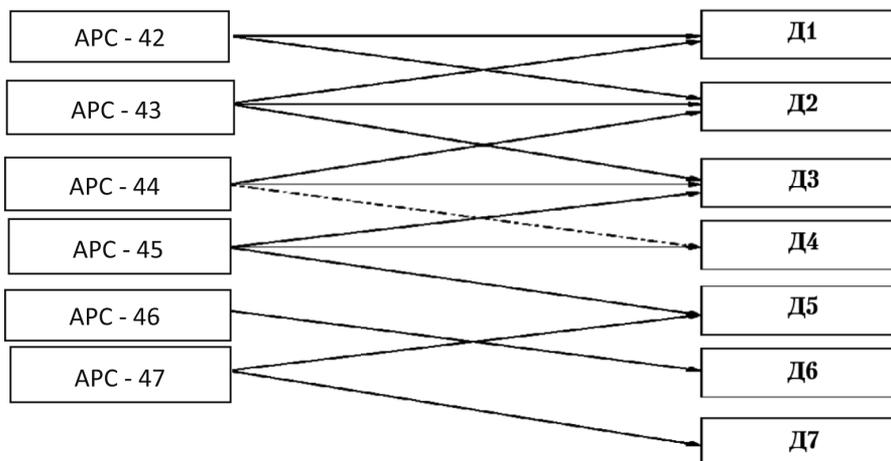


Fig. 1. Balance of additional professional competencies and the generalized way of training activity investigation

## **Distribution of Practice and Research Activity in the Module System of the Basic Professional Education Program "Cultural and Historical Psychology and Activity Approach in Education".**

### **A Module as an Integrative Unit**

Compliance of the additional professional competencies and systems of research activities is a scientific basis for development of new modules of the basic professional educational programs of research Master's program. This compliance enables us to answer the question of how theoretical knowledge, practice and research work of students attending the research Master's program are connected and synthesized within the boundaries of a particular module BPEP.

Thus, in the educational program built in accordance with the requirements defined by the federal state education standards 3 (3+), the educational process is divided into three independent blocks: a subject block, a practice and research block and a final certification block. However, the program modularity is maintained in this case only within each block. Taking the basic professional educational Master's program "Cultural and Historical Psychology and Activity Approach in Education" as an example, it may be explained as follows.

I. The subject block.

1. **The module of general scientific subject cycle (basic part) — Training module No. 1<sup>2</sup>** "Methodology of Psychological and Pedagogical Research: Activity Approach".

2. **The module of general scientific subject cycle (variative part) — Training module No. 2** "Methods of Psychological and Pedagogical Research".

3. **The module of professional subject cycle (basic part) — Training module No. 4** "Scientific Research and Communication in Educational Practice and Social Sphere".

4. **The module of professional subject cycle (variative part) — Training module No. 3** "Theoretical and Experimental Education and Development Research".

II. The practice block (including scientific research).

1. **Module No. 5** "Practice".

2. **Module No. 6** "Scientific Research".

III. The final state certification block — **Module No. 7** "FSC".

The above structure of the educational program that meets the requirements of the federal state education standards 3 (3+) includes theoretical training, practice, and research work in the basic professional educational Master's program "Cultural and Historical Psychology and Activity Approach in Education". However, this link, as well as the ratio of its elements, is additional rather than integral. This link is not synthetic not allowing for the formation of professional competencies that characterize the research of training activities, and eventually it cannot fully meet the requirements defined by the occupational standard for teaching staff.

The task of modular BPEP construction with integration (synthesis) of theoretical training, practice and research work can be resolved by distributing Module No. 5 "Practice" and Module No. 6 "Scientific Research" into five sub-modules in accordance with the contents of training modules Nos. 1—4. This means that training modules Nos. 1—4, submodules of practice (Nos. 5.1—5.5.) and scientific research (Nos. 6.1.—6.5.) are implemented as six integrative module units (No. 1—6) in three variants of its structure (Figure 2).

In general, the balance of theoretical contents, practice, and scientific research in the modules (submodules) of BPEP of the research Master's program "Cultural and Historical Psychology and Activity Approach in Education" in the integrative module structure is schematically generalized in Figure 3.

<sup>2</sup> Training modules Nos. 1—4 are numbered in accordance with the sequence order they are taught in the course of the training process.

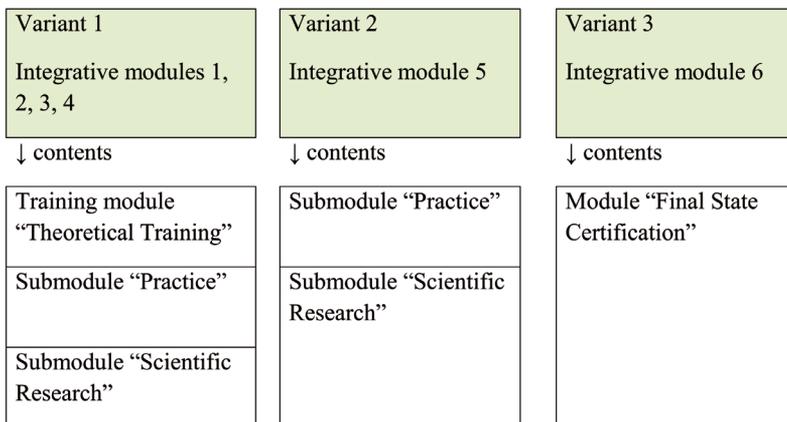


Fig. 2. Integrative Module Variants

The diagram shows the difference between a disciplinary and a competence-and-activity approach to designing the modules of BPEP research Master's program. The latter provides distribution of and increase in the practical and research work of students, on the one hand, and mutual mediation of the educational content, practice and scientific research, on the other hand; it defines the integrative module as a theoretical and practical unit having its own goals and objectives, the necessary means for organization of professional training of future specialists to research activities, the means for controlling the received competencies of pupils and evaluation of attendees' ability to master the generalized method of educational activity research.

Let's give specific consideration to the contents of variative module 3 "Theoretical and Experimental Education and Development Research". Within this module, each student can choose one of the areas of specialization: pre-school education, primary general, secondary and inclusive education. If the common cultural and historical foundations and the unity of the activity approach are maintained, each of these areas has specific methods of training and development of children [12]. It is assumed that in the course of specialization future Masters will be able not only to develop

new approaches, but also to carry out a wide range of studies aimed at solving practical problems of modern education based on the common methodology. In fact, it is possible to train a new generation of researchers who can target the problems of development of the educational environment in the system of concepts of the cultural and historical psychology and activity approach in education.

### **Role and Organization of Practice and Scientific Research of Students during Implementation of a Module Pattern of the Research Master's Program**

Competence and activity approach to designing new (integrative) modules of the basic professional educational program that meets the requirements of the occupational standard and ensures development of certain professional activities in attendees is the basis for establishment of essentially new educational products. Their originality and fundamentally different principle of organization of the practice and scientific research of students compared to the disciplinary approach lies in the fact that both practice and educational contents, and research activity in the module structure are aimed at solving the main problem — development of professional research actions of the teacher. In the

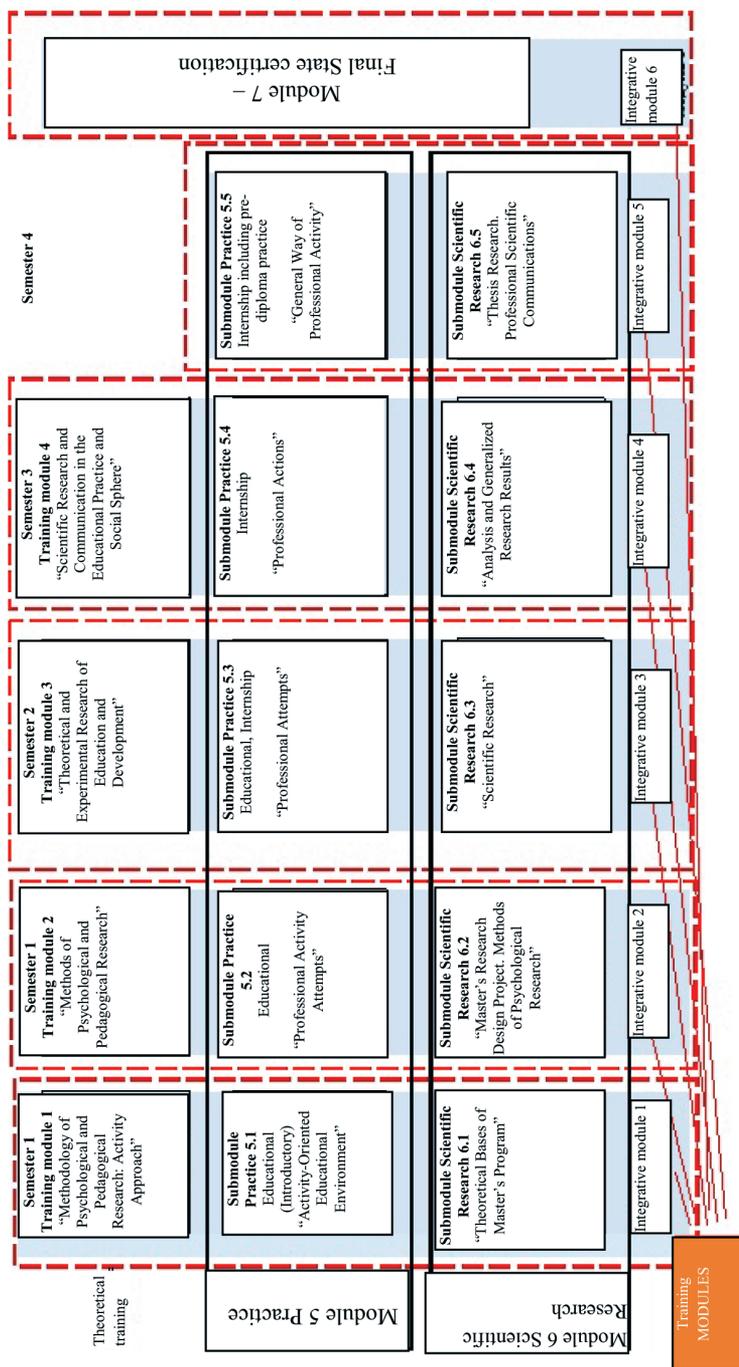


Fig. 3. | Balance of the Theoretical Contents, Practice and Scientific Work of a Module (Submodule) of BPEP of Cultural and Historical Psychology and Activity Approach in the Integrative Module Structure

declared program of the research Master's program, this basic action is investigation of the peculiarities of organization and development of training activities in different groups of children in different periods of their school childhood.

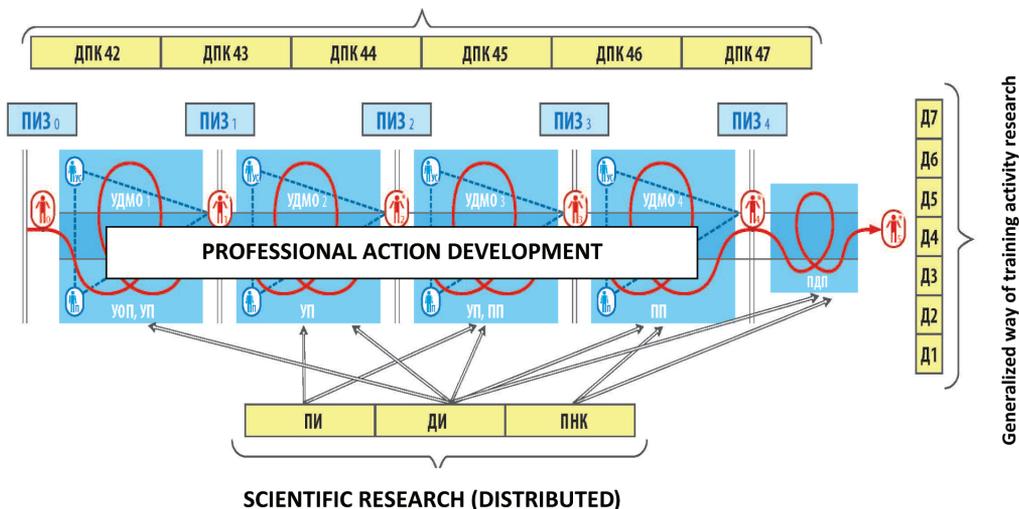
Research activity that mediates practice and educational contents of the module becomes a "locomotive" of this development: a research action is initially carried out in practice, which is built into the actual educational activities of a teacher and students, is based on the contents of the relevant subjects of the module and ends with practice again connecting specific problems of organization and development of training activities that shall be addressed, on the one hand, and the theory

and methods of investigating these problems, on the other hand.

Figure 4 shows the structure of the new (integrative) module of the research Master's program "Cultural and Historical Psychology and Activity Approach in Education" (Module 6: Scientific Research), shows the types of scientific research: field study (FS), thesis research (TR), professional educational communication (PEC), which are distributed among the main modules of BPEP.

Scientific research is defined as a distributed activity and specifically organized activity of a student connecting the theory and practice of the developed professional action (in our case, of the action aimed at investigating the educational activity itself).

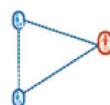
### PROFESSIONAL COMPETENCIES (ADDITIONAL)



#### LEGEND:

APC 42 APC47 – additional professional competencies  
 PRT<sub>1</sub>-PRT<sub>4</sub> – project and research tasks  
 MS<sub>1</sub>-MS<sub>4</sub> – module subjects  
 EIP – Educational Introductory Practice  
 EP – educational practice

IN – internship  
 PDP – pre-degree practice  
 TR – thesis research  
 PEC – professional educational communications



Development of the way of educational activity research when mastering the program

Fig. 4. Structure of integrative module No.6 (Scientific research activity)

*Evaluation of developed professional research competencies.*

Figure 4 notates project and research tasks (PRT) as a professional action development means. Such tasks are carried out by attendees when starting the program (PRT<sub>0</sub>) and upon completion of the program of each module (in our case, PRT<sub>1</sub>). Besides, evaluation of the professional activity development is comprehensive. First, it engages the research advisor of Master's research (supervisor), teaching staff of the educational institution, in a number of cases — parents of the students. The representatives of the professional community must take part in evaluation. Wide discussion of the research work progress included in the evaluation process is a necessary requirement to organization of student's scientific research activity.

The system of the main project and research tasks (PRT) is aimed at identifying the extent, to which the students master the generalized way of educational activity research when mastering the modules of the research Master's program. Taking into account the balance between the components of this way and the system of additional professional competencies, the data obtained as a result of performed end-to-end project and research tasks indicate the level of development of attendees' professional competencies. The contents of these tasks take into account the activity approach to evaluation of the educational environment of school [12].

The PRT system is a necessary but not at all sufficient means of control and further evaluation of development of a professional action. An important condition of such evaluation is identification of the way the professional communication of the attendee is shaped and developed during their performance of the research Master's program and the way this developed professional communication affects the mastered professional action.

Cooperation and collaboration of the research advisor, practice supervisor and the attendee is, from this point of view, the initial

constituent communicative-reflective unit. And the integrated evaluation of the development of this newly emerging professional community is primarily carried out by these major participants (including evaluation of one's own action, which is performed by the program attendee). This evaluation is an important indicator of the development of professional reflection.

Figure 5 shows development of the professional community of the main participants of Master's program — research advisor, practice supervisor and the program attendee.

Herewith, two important circumstances are noted. First, a professional action is developed within the module program through mediation of the educational contents of the module, practice and research activity of the student. Performing research activity in practice and mastering the subject matter, the attendee understands and accepts the problem (issue) of educational activity organization to be analyzed and studied during their activity. Second, the problem is realized through student's reflection of the foundations of the action performed. Such reflection leads the future researcher out of the actual action situation and brings to the communicative-reflective work plan that suggests wide communication, mutual understanding and reflective exchange. The source of development of such metacognition processes is a newly emerging professional community "research advisor — student — practice supervisor." According to its goals and objectives, this community is the original "communicative — reflective unit" that creates student's attitude to the action performed by them. Therefore, it is extremely important that the research advisor (above all) and the practice supervisor should understand (see) the final result of developing the student professional activities and the student himself/herself who enters into a professional communication and self-identifies in the field of educational activity issues research.

The evaluation shall take into account both the results of attendee participation in the different forms of scientific communication (semi-

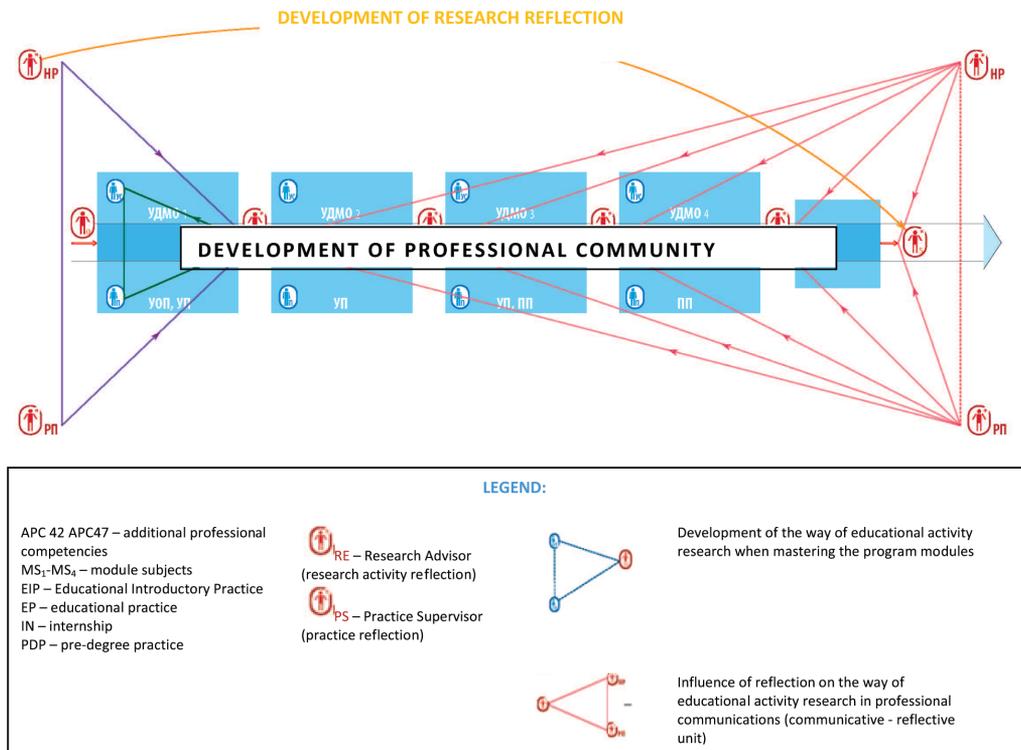


Fig. 5. Development of professional community “research advisor” — “student” — “practice supervisor” when mastering the programs of the new modules of Master’s course

nars, conferences, debates) and the results of their own research activities (publications in scientific journals, scientific papers and presentations). The latter describes the individual achievements of a Master’s program student and constitutes the individual portfolio of each student.

The complex of the specified indicators allows to determine the level of development of the professional activity of students, to determine their competencies and skills that characterize their professional skills. Presence of such actions (skills) can be recorded in a separate document (of the "Personal Card of Professional Competence of an Educational Activity Researcher" type), which testifies the actual level and abilities of the student to work in the occupational field. The relevant document shall be

attached to the diploma upon completion of the Master’s program. Here, it is important to emphasize that socialization of research results, preparation of scientific papers, participation in the seminars, conferences and interdisciplinary projects is an integral part and a prerequisite of professional reflection development whose absence makes development (self-development) of professional activities of a future educational activity researcher impossible.

### Conclusions

In general, during the design and development of the research Master’s program based on the competence and activity approach, we have developed new (integrative) modules (6 modules) of the basic professional educational Master’s program "Cultural and

"Historical Psychology and Activity Approach in Education". The goals, objectives, learning outcomes achieved in the course of training by this Master's program, were fulfilled through the contents and structure of each module.

Firstly, the module disciplines suggest compulsory research work of students. The aim of this work is revelation and analysis of a specific problem (task) that requires psychological and pedagogical research, justification of goals, objectives and conditions of the research, implementation of the research, discussion of the obtained results, monitoring and evaluation of the results effectiveness.

Secondly, the module disciplines are aimed at developing theoretical and methodological knowledge of students required to perform psychological and pedagogical research. They are based on the statements of the cultural and historical psychology and activity approach. In the course of student training, the activities are both a scientific theory (explanatory principle) and a subject matter.

Thirdly, formation of the research competencies of students is based on their in-depth practical work that is provided by networking the internship sites of different lines (preschool educational establishments, schools, lyceums, gymnasiums, psycho-pedagogical centers, etc.) and by practical development of effective models of educational activity.

Fourthly, the Master's program modules, being independent integrative units, are interconnected and form the basis for development of professional community of the Master's program participants, for inclusion of students in the general professional communication system, which is a necessary condition for the development of their professional reflection.

High level of educational results of the research Master's program is achieved through establishment of research competencies complying to the contents of labor actions of research and design nature provided by the occupational standard for teaching staff. Moreover, relevance and interrelation of research competencies and the generalized way of the

training activities research are indicators of the development of professional competence of the educational activity researcher. Professional competence is characterized by:

- ability to select the ways of organizing educational activities of teachers and students that are specific for different groups of students and expose them to specific scientific scrutiny (including children with limited health abilities) and different age periods of school childhood);
- ability to conduct psychological and pedagogical research of different forms of organization and development of training activities based on the methods of cultural and historical psychology and activity approach;
- ability to design new forms of joint educational activity organization;
- ability to evaluate the obtained results and control the limitations and the abilities to perform one's own professional activities (reflection).

Originality of the proposed Master's program is explained by the fact that it was the first time when training of research teachers able to perform specific psychological and pedagogical educational activity research was organized by type of the professional research activity. Its subject is the contents and structure of the educational activity. By receiving this training, professionals are able to perform practice-oriented psychological and pedagogical research, to study the problems and peculiarities of educational activity, to design new ways of academic work organization. These specialists are in demand in the educational institutions of different kinds and types where development of the educational environment is a priority activity. These will be a new type of general education methodologists — researchers who are able to solve the problems of modernization of the school educational environment based on the highest achievements of psychological and pedagogical sciences.

The available resources (human, information, material, existing innovative samples of activity educational practices, practical — clini-

cal — bases, enhanced participation of partner universities in the practical approval) allow for successful implementation of the goals and objectives of the Master's program. Herewith, the conceptual approaches underlying the BPEP of research Master's program "Cultural and Historical Psychology and Activity Approach

in Education" fully conform to the modern scientific insight into the processes of education and human development. These approaches correspond to modern international trends of interdisciplinary research in the field of human sciences, primarily — in interdisciplinary research in the education and social fields.

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## Компетентностно-деятельностный подход к проектированию и разработке новой модульной ОПОП исследовательской магистратуры «Культурно-историческая психология и деятельностный подход в образовании»: направление подготовки — Психолого-педагогическое образование

**Рубцов В.В.\***,

ГБОУ ВПО МГППУ, Москва, Россия,  
rectorat@list.ru

**Гуружапов В.А.\*\***,

ГБОУ ВПО МГППУ, Москва, Россия,  
otdel-m@yandex.ru

**Макаровская З.В.\*\*\***,

ГБОУ ВПО МГППУ, Москва, Россия,  
MakarovskayaZV@mgppu.ru

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\* Рубцов Виталий Владимирович, доктор психологических наук, профессор, академик РАО, ректор, ГБОУ ВПО г. Москвы «Московский городской психолого-педагогический университет», Москва, Россия, e-mail: rectorat@list.ru

\*\* Гуружапов Виктор Александрович, доктор психологических наук, профессор, заведующий кафедрой педагогической психологии факультета психологии образования, ГБОУ ВПО МГППУ, Москва, Россия, e-mail: otdel-m@yandex.ru

\*\*\* Макаровская Зоя Вячеславовна, доктор технических наук, председатель Учебно-методического совета, проректор по учебной работе, профессор, ГБОУ ВПО МГППУ, Москва, Россия, e-mail: MakarovskayaZV@mgppu.ru

**Максимов Л.К.\*\*\*\***,

ГАОУ ДПО «Волгоградская государственная академия последипломного образования», Волгоград, Россия,  
lalemaks@mail.ru

В статье рассматривается комплекс требований к проектированию и разработке новых модулей основной профессиональной образовательной программы магистратуры по укрупненной группе специальностей «Образование и педагогика» (направление подготовки — Психолого-педагогическое образование). Представлены содержание и структура модулей программы исследовательской магистратуры по культурно-исторической психологии и деятельностному подходу: «Методология психолого-педагогических исследований: деятельностный подход», «Методы психолого-педагогических исследований», «Научные исследования и коммуникация в практике образования и социальной сфере», «Теоретические и экспериментальные исследования обучения и развития», а также практики (в том числе, научно-исследовательской работы). В основу подготовки будущих исследователей положена работа магистратов над проблемами учебной деятельности, с которыми они знакомятся в процессе прохождения практики в различных образовательных учреждениях. Получая такую подготовку, магистры будут способны выполнять практикоориентированные психолого-педагогические исследования, проектировать новые способы организации учебной работы. Новизна предложенной магистерской программы обусловлена тем, что подготовка педагогов-исследователей организована по типу профессиональной исследовательской деятельности.

**Ключевые слова:** Культурно-историческая психология, деятельностный подход, учебная деятельность, проектирование модульной программы исследовательской магистратуры по психолого-педагогическому направлению, сетевое взаимодействие образовательных учреждений различной направленности, профессиональный стандарт педагога, федеральный государственный образовательный стандарт высшего профессионального образования, по направлению подготовки 050400 Психолого-педагогическое образование (квалификация (степень) «магистр»)), исследовательские компетенции магистров, трудовые действия исследовательского и проектного характера, практикоориентированные исследования в образовании.

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\*\*\*\* Максимов Леонид Константинович, доктор психологических наук, профессор, заведующий кафедрой педагогической психологии, ГАОУ ДПО «Волгоградская государственная академия последипломного образования», Волгоград, Россия, e-mail: lalemaks@mail.ru

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